

Supporting Te Reo Māori in English-medium Schools

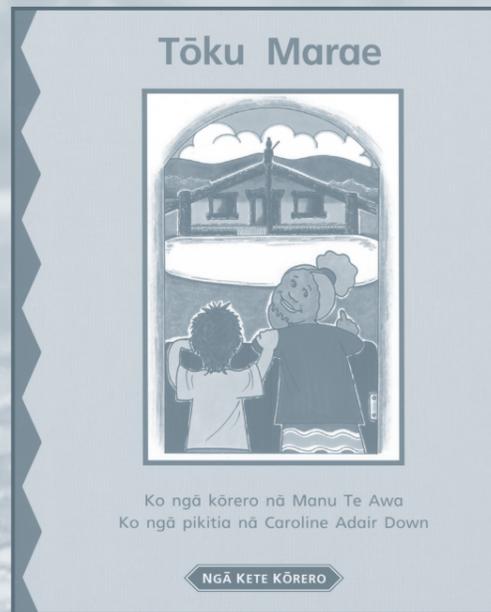
# Teacher Notes – *Tōku Marae*



These teacher notes are designed to support levels 1 and 2 of *Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki*/Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1–13.

The proficiency target for curriculum levels 1 and 2 is described as Te Whakatōtanga (Beginning to use te reo Māori).

This book is one of a set of three Ngā Kete Kōrero books originally written for pre-emergent or early readers in Māori-medium settings. These teacher notes are designed to support their use in English-medium schools at years 1–6.



## *Tōku Marae*    My Marae

### Translation

<b>P. 2</b>	<b>P. 3</b>	<b>P. 4</b>	<b>P. 5</b>
Ko tōku marae tēnei.	He wāhi pōwhiri.	He wāhi whaikōrero.	He wāhi waiata.
This is my marae.	A place to welcome.	A place to speak.	A place to sing.
<b>P. 6</b>	<b>P. 7</b>	<b>P. 8</b>	
He wāhi hongī.	He wāhi manaaki.	He wāhi tākarō hoki.	
A place to press noses and greet each other.	A place to care.	Also, a place to play.	

**Links to the Curriculum Guidelines****Whāinga Paetae Achievement Objective**

1.4 Communicate about personal information, such as name, parents' and grandparents' names, iwi, hapū, mountain, river or home town and place of family origin

1.5 Communicate about location

**Possible socio-cultural themes**

>> Marae  
>> Whanaungatanga (kinship, relationships, connections)

**Possible topics**

>> Whānau, hapū, iwi  
>> Origin, identity, location

**Possible text types**

>> Pepeha

**Ngā Ara Reo Language Modes****Whakarongo (Listening, L1)**

> Identify the sounds of letters of the Māori alphabet (arapū), letter combinations, intonation, and stress patterns  
> Recognise and understand simple, familiar spoken words, phrases, and sentences

**Pānui (Reading, L1)**

> Identify letters of the Māori alphabet (arapū), letter combinations, basic written language conventions, and simple punctuation  
> Recognise and understand simple, familiar written words, phrases, and sentences

**Mātakitaki (Viewing, L1)**

> Interpret meanings that are conveyed in combinations of words and images or symbols

**Kōrero (Speaking, L1)**

> Imitate the pronunciation, intonation, stress, and rhythm of Māori words, phrases, and sentences  
> Respond appropriately to simple, familiar instructions and simple questions

**Tuhituhi (Writing, L1)**

> Reproduce letter combinations and punctuation for Māori words, phrases, and sentences in familiar contexts  
> Write vowels with macrons  
> Write simple, familiar words, phrases, and sentences using the conventions of written language, such as appropriate spelling and punctuation

**Whakaatu (Presenting, L1)**

> Use selected features of visual language to add meaning to simple written or oral text

**The story**

The story is about a young boy and his older sister explaining what happens on their marae. The sentences are simple and repetitive.

**Introducing the book****Before reading (ascertaining prior knowledge)**

In preparation for reading the book, the teacher should become familiar with the following phrases used in the story and their meanings.

Page 2: <i>tōku marae</i>	( <i>my marae</i> )
Page 3: he wāhi <i>pōwhiri</i>	(a place to <i>welcome</i> )
Page 4: he wāhi <i>whaikōrero</i>	(a place to <i>speak</i> )
Page 5: he wāhi <i>waiata</i>	(a place to <i>sing</i> )

## TEACHER NOTES – TŌKU MARAE

Page 6: he wāhi <i>hongī</i>	(a place to <i>press noses and greet each other</i> )
Page 7: he wāhi <i>manaaki</i>	(a place to <i>care</i> )
Page 8: he wāhi <i>tākaro</i>	(a place to <i>play</i> )

The teacher could use the big book to introduce this story to students. Look at the cover and then ask the students what they think the book is about. The teacher could ask those students who have visited a marae to share their experiences by explaining what they heard and did. Some students may not have visited a marae, but they can still participate by saying what they know about a marae or about someone they know who has been on a marae.

Write a list of new words that come up during the discussion, for example, “karanga” (call), “kuia” (elderly lady), “whaikōrero” (speeches), “koroua” (elderly man), “tuahine” (sister of a male), “tungāne” (brother of a female), “waiata” (song), “koha” (gift), and “hākari” (feast).

### Talking about the book (how the teacher might introduce the book)

With the text covered, go through each page and ask the students what they think each illustration is about.

#### Reading the book

The teacher could read the book aloud. Students follow as the teacher reads, using finger pointing to follow the words. The students then repeat the words as the teacher reads each page, paying attention to pronunciation, stress, intonation, and rhythm of the sentences.

#### Language features – some suggested activities

##### Matching words to pictures

The teacher makes a copy of the pictures from pages 2 to 8 of the book and randomly attaches each one to a board so that students can see them. Using the list of phrases in the book, the students have to match each phrase to the corresponding picture.

##### Strip story

Once students have successfully matched the phrases to the randomly arranged pictures, they can arrange the story according to the sequence in the book.

The teacher should take time to discuss the associated sequence of a pōwhiri (welcome) and certain aspects of tikanga (protocol), such as karanga, whaikōrero, waiata after speeches, koha, and hākari.

##### True/false – make it right

The teacher holds up pictures from the book and describes them using the sentence structure “He wāhi (verb)”, for example, “He wāhi waiata”. Students have to determine whether the teacher’s oral description corresponds with the picture. If so, they say “Kei te tika” (True). If not, they say “Kei te hē” (False), and they correct the statement accordingly.

##### Text innovation

The sentence structure “He wāhi (verb)” is a simple yet effective way for students to describe different stages of the pōwhiri process. They can use this same sentence structure for locating and describing different places in the classroom. For example:

He wāhi <i>tākaro</i> .	(A place to <i>play</i> .)
He wāhi <i>pānui</i> .	(A place to <i>read</i> .)
He wāhi <i>peita</i> .	(A place to <i>paint</i> .)
He wāhi <i>noho</i> .	(A place to <i>sit</i> .)

Using this same structure, the students can create appropriate labels for use in the classroom or school and at home, for example, “He wāhi kai” (A place to eat) “He wāhi moe” (A place to sleep) “He wāhi noho” (A place to sit) “He wāhi pānui” (A place to read).

##### Extension activities

The students could write a personalised book about their classroom, school, or home (Tōku Rūma, Tōku Kura, or Tōku Kāinga) using phrases such as those used in the book *Tōku Marae*.

**Student assessment**

Students can monitor their own progress by:

- » keeping a portfolio of their work, including a range of spoken, written, and visual language work so they can monitor various aspects of their language learning as they compare later entries with earlier ones (Levels 1–2)
- » discussing the content of their portfolio with the teacher or their peers (Levels 1–2)
- » using checklists of success criteria that reflect the achievement objectives, themes, and topics at levels 1–2. For example, the checklist might include items such as these for this book:

*I can give personal information.*  
(Level 1)

*I can talk about the marae and explain what things are done there.*  
(Level 1)

**Support resources****Online resources**

Te Kete Ipurangi website provides a variety of resources relevant to teaching and learning te reo Māori in primary and secondary classrooms (see [www.tki.org.nz/e/community/language/maori](http://www.tki.org.nz/e/community/language/maori)).

On that website you will find:

- » a teacher resource collection (called Te Whakai-purangi Rauemi), which includes high-frequency vocabulary lists, a grammar progression outline, learner and teacher assessment checklists, examples of learner goal setting, sample tasks, examples of learner strategies, and references to materials about language teaching (see [http://www.tki.org.nz/r/maori\\_mainstream/teacher\\_resources](http://www.tki.org.nz/r/maori_mainstream/teacher_resources))
- » te reo Māori lesson plans that align with the Māori language curriculum guidelines, *Te Aho Arataki Marau mō te Ako i Te Reo Māori* (see [http://www.tki.org.nz/r/maori\\_mainstream/lesson\\_plans](http://www.tki.org.nz/r/maori_mainstream/lesson_plans))

**This resource and the accompanying books can be copied for use in New Zealand schools.**

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- » *Ka Mau te Wehi!* – a multimedia resource for use with year 7–8 students (which includes a waiata related to *Tōku Marae*).

Another useful resource is the Māori Language Commission's site

(see <http://www.maorilanguage.net/resources/index.cfm>).

**Print resources**

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